

# FCPS

## Infused Student Service Learning Course Record

This form is to be used for each service learning activity completed for each course with infused service learning. The form may be used for multiple sections of the same course if the same service learning activity is being used. A separate form must be submitted for each additional course. Multiple resources for student service learning, including two complete lists (middle and high school) of courses with required infused service learning, are located at <http://www.fcpsteach.org/servicelearning/> for teacher use in implementing student service learning.

This form should be used after the infused service learning activity has been conducted by each teacher who teaches courses with required SSL infused activities.

This form will be used to monitor the SSL infusion in the spirit of continuous improvement for this high school graduation requirement.

• **Subject:**

Select:

• **Course Title:**

Select:

• **Number of class sections that participated in this service learning activity?**

Select:

• **Enter # of Student Participants:**

• **Teacher Last Name:**

• **Teacher First Name:**

• **E-mail Address:**

• **Confirm E-mail address:**

**Semester Year:**

Select:

**School:**

Select:

**Project Title:**

Enter brief title below for your Infused Service Learning Project.

**Project Description:**

Describe in 3-4 sentences the Infused Service Learning Activity completed.

**Type of Service:**

Only one may be selected.

Direct - personal, face-to-face contact

Indirect - channeling resources to the need rather than working directly

Advocacy - lending voices or talents to eliminate a specific problem

**Seven Best Practices for Student Service Learning**

High quality experiences meet Maryland's Seven Best Practices for Service Learning and serve as a lens to determine quality for integrated projects. These projects allow students and teachers to:

**Meet Community Need:**

Yes

No

**\*Meet Curricular Objectives:**

Yes

No

**\*Develop Student Responsibility:**

Yes

No

**\*Foster Community Partnerships:**

Yes

No

**\*Plan Ahead:**

Yes

No

**\*Equip Students with Knowledge and Skills:**

Yes

No

**\*Reflect on the Service Learning Experience:**

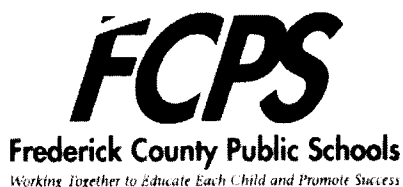
Yes

No

**PLEASE PRINT COPY FOR YOUR RECORDS PRIOR TO CLICKING FINISH.**

**Finish**

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**Sue Ann Nogle**

Curriculum Specialist

for Secondary English/Language Arts

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April 3, 2009

To Whom It May Concern:

The English/Language Arts curriculum for secondary students incorporates one service learning activity each year (English 6-12). Teacher resources to aid in development of activities are all available on [www.fcpsteach.org](http://www.fcpsteach.org) and include sample writing assignments that lend themselves to adaptation for service learning, as well as materials to ensure adherence to best practices for Service Learning. Teachers and students have great flexibility in the design of the actual learning activities as this ensures (a) students and teachers can truly integrate these learning activities with other essential curriculum activities; (b) teachers can differentiate learning to meet the needs of all students; (c) activities designed can be tailored to provide services needed in the local community.

For English, one sample activity (English 11) is posted on [www.fcpsteach.org](http://www.fcpsteach.org) under our Service Learning link. Other common activities across our community that are taught through our ELA curriculum include:

- a. All ELA curriculum include indicators in writing focused on crafting prose to meet the needs of the audience. To really know one's audience, one must experience life from the perspective of the audience member. Students do research on a specific audience, e.g., children who are terminally ill. The students collect money for the "Make a Wish Foundation" and then write cards to send to children in the cancer ward at John Hopkins Hospital. Or, students do research on the importance of reading to toddlers. Then, the students write and create board books to be read to toddlers. The students bring the board books to local pre-schools and read the books to the toddlers. The books are then left with the pre-school (to send home with each child, so the pre-schoolers each get a book).

- b. The ELA curriculum calls for students to learn how to write to share information. This is the most common place our students in ELA connect with service learning. The students use their knowledge and share it with others in their school and in their community. For example, at NMMS, each year the 8<sup>th</sup> grade students write informational brochures to share study tips (and success tips) with the 6<sup>th</sup> grade students. After the brochures are created, the 8<sup>th</sup> grade students visit 6<sup>th</sup> grade classrooms and talk with the 6<sup>th</sup> graders about how to make the most of the education provided at NMMS. The 6<sup>th</sup> grade students create a brochure for incoming 5<sup>th</sup> grade students to share on "move-up day." (7<sup>th</sup> grade students do a different project). This helps the entire NMMS feeder because the students in the school come together to help each other focus on achievement. It also guarantees that each incoming 5<sup>th</sup> grade student is likely to have at least one 6<sup>th</sup> grade "buddy" who will help make the transition from 5<sup>th</sup> to 6<sup>th</sup> grade a smooth one.
- c. The literature students read affords many discussions about people in need and the importance of advocacy. Another way teachers embed service learning is to have students choose a group read about that requires advocacy and support and to work toward helping that group. So, when students read for information about the Hurricane Katrina victims, they recognized need, and the students at MHS collected books to send to a school that had lost its media center. Students who read The Diary of Anne Frank in 8<sup>th</sup> grade and who visited The Holocaust Museum decided to raise funds to support the museum's efforts. Another class of students held a bake sale to raise money to fund Aids Research after reading about a character who struggles with losing a family member to Aids.

Please note that the teachers and students find the integration of the Service Learning activities a valuable part of our local curriculum. As a specialist, I am pleased with the many ways our students contribute service to Frederick and learn English and Reading simultaneously. This integrated approach is requisite if we are to meet the many state and national standards and if we are to create authentic learning contexts for our students.

Sincerely,



Sue Ann Nogle

Curriculum Specialist

Office of Secondary English and Reading

**Grade Level: 11**

## **Service Learning Infusion: Introduction to Generic Ideals Unit**

### **Curriculum Indicators:**

- The student will identify specific structural elements of particular literary forms: epic, drama (comedy/tragedy), essay, poetry.
- The student will explain the effectiveness of stylistic elements such as syntax, rhetorical devices, and choice of details that communicate an author's purpose.
- The student will compose to express personal ideas, using prose and/or poetic forms.
- The student will explain how repetition of words, phrases, structural features, and ideas affect the meaning and/or tone of a text.

**Springboard from Writing Prompt:** Your teacher is creating a reading corner in the classroom. When students finish assignments early, the students may go to the corner and read a poem, epic verse, or dramatic scene written by other students in the class. Compose a poem, epic verse, or dramatic scene to be placed in the reading corner. (This prompt will be graded using the ECR Rubric.)

**Type of Direct, Indirect, or Advocacy Service:** (depending on teacher's choice of activities below).

### **PREPARATION:**

- After reading literary selections from this unit that expose heroic ideals, students could extend their understanding to more contemporary heroic ideals. For example, conduct a discussion on what qualities exhibited in the classical hero are still exhibited by people in current society who perform heroic deeds.
- Class discussion on the common man who rises to the level of heroism. Discussion may include fire fighters, police officers, military service, events of 911, Oklahoma City bombing—any occasion that motivates people to assist their fellow man.
- Class could invite a guest speaker to talk to the class about the responsibilities and dedication to their profession. (i.e. fire fighters, rescue workers, police officers, etc.)

### **ACTION:**

- Students could work in partners, small groups, or individually to create brochures, posters, power point presentations, letters to convey the

information they determined about the contemporary hero. Any of these products could be sent to a local police or fire department. (Advocacy)

- Students could write letters to servicemen in recognition and appreciate of their responsibilities and dedication. Gather and send these letters overseas. (Indirect)
- Write letters and/or poems to demonstrate recognition and appreciation to send to a local fire station, police department. (Indirect)
- Class could contact a local organization (fire station, etc.) to determine needs and raise money or purchase smoke detectors, fans, etc.) (Indirect)
- Write a tribute to rescue animals (i.e. police dogs) and submit to the appropriate authority (i.e. police, fire and rescue departments). This could include making a donation to the local animal shelter. (Advocacy and Indirect)

## **REFLECTION:**

- Follow up journal entry to reflect on what students' impressions/feelings about what they learned and the activity.
- Discussion to reflect on what students learned about the contemporary hero.
- Thank you letter to the guest speaker.
- Help teacher create the reading corner using the written materials created by the class.

Service Learning teachers will use the Service Learning Checklist to evaluate student completion for Service Learning credit.

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- Discussion to reflect on what students learned about the contemporary hero.
- Thank you letter to the guest speaker.
- Help teacher create the reading corner using the written materials created by the class.

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## Service Learning Infusion Project

**Subject: Government**

**Grade Level: Ninth**

**Unit: 6**

**Essential Curriculum Objectives:**

SS.GOV.60.04.a.1 Evaluate the roles and policies the government has assumed regarding the following public issues: Environment (pollution and land use); Entitlements (social security and welfare); Health care and public health (costs, substance abuse, and disease); Censorship, Media and Technology; Crime (prevention and punishment); Equity (race, ethnicity, region, religion, gender, language, socioeconomic status, age, and individuals with disabilities).

**Identified Community Need:**

**Blood supplies are always low in our country, people do not donate blood.**

**Abstract:**

Students will analyze the role government plays in our health care system and have the opportunity to develop a community program to deal with the urgent need for blood in our immediate area. Students will develop a relationship with the American Red Cross as part of their campaign. The goal of the activity is to educate people about the need to donate blood, the benefits to our greater society, and the role of the American Red Cross.

**Evaluation:**

Evaluate student created products; i.e. posters, pamphlets, publicity materials; student involvement; answers to questions in class discussion; research guides/notesheets on topic, student reflection sheets.

<b>Indirect Activity</b> -students perform a service without having face-to-face contact with the recipient. Usually involves funneling resources; i.e. clothing drives, thons or fundraisers; environmental projects	<b>Direct Activity</b> - Students have face to face contact with the service recipients; i.e. tutoring, serving meals	<b>Advocacy Activity</b> - Students educate others about a particular issues with the goal being to eliminate the cause of a particular problem; i.e. posters, plays, production of educational materials.
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Activity Description	Plan a "thon" fundraiser to provide monetary donations to the American Red Cross.	Plan a Blood Drive	Develop Educational Materials about the American Red Cross
Preparation (identifying the problem and acquiring knowledge about it; formulating a plan)	<ul style="list-style-type: none"> <li>Evaluate role of government in nation's blood supply. Identify community needs.</li> <li>Develop possible solutions to the problem.</li> <li>Contact the Red Cross and have a speaker come into class.</li> <li>Research the history of the Red Cross to gain useful information.</li> <li>Decide what type of "thon" to have - does the Red Cross already have a fundraiser program that our students can participate in?</li> <li>Decide location, time and items necessary for completion of activity.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate role of government in nation's blood supply. Identify community needs.</li> <li>Develop possible solutions to the problem.</li> <li>Contact the Red Cross and have a speaker come into class.</li> <li>Research the history of the Red Cross to gain useful information.</li> <li>Set date and time for drive</li> <li>Identify publicity measures</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate role of government in nation's blood supply. Identify community needs.</li> <li>Develop possible solutions to the problem.</li> <li>Contact the Red Cross and have a speaker come into class.</li> <li>Research the history of the Red Cross to gain useful information.</li> <li>Brainstorm possible products of student work; i.e. posters, pamphlets...and how they can be distributed.</li> </ul>
Action (what will you do; what is the plan)	<ul style="list-style-type: none"> <li>Send out press releases</li> <li>Create and display publicity to encourage participation</li> <li>Have sign-ups</li> <li>Implement the fundraiser</li> <li>Transfer funds to the Red Cross</li> </ul>	<ul style="list-style-type: none"> <li>Help set-up for the blood drive</li> <li>Hand-out publicity, send out press releases</li> <li>Sign-up people prior to the drive</li> <li>Hand-out "I gave blood stickers" the day of the drive</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research on topic</li> <li>Create a product that can be distributed</li> <li>Distribute publicity materials</li> </ul>
Reflection (How did the plan impact the problem?)	<p>Have students complete the reflection sheet for SSL</p> <p>Reflect on the overall impact on the problem and what could be done in the future.</p> <p>How much money was raised?</p> <p>What will the money be used for by the Red Cross?</p>	<p>Have students complete the reflection sheet for SSL</p> <p>Reflect on the overall impact on the problem and what could be done in the future.</p> <p>How well were people served?</p> <p>How many units were gathered?</p>	<p>Have students complete the reflection sheet for SSL</p> <p>Reflect on the overall impact on the problem and what could be done in the future.</p>

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## Service Learning Project

**Course:** Biology

**Topic:** Environmental Action

### Essential Curriculum Objectives:

- SC.BIO.40.01 Interpret and communicate findings through speaking, writing, and drawing (CS1.12.9\*, CS1.12.17\*, CLG1.5.3) **TA**
- SC.BIO.70.05.f Share scientific knowledge with others through personal contact, indirect service or advocacy, either in the school or in the community, with preparation and reflection.
- SC.BIO.70.05.a Explain the implications of increased human population growth on the environment.
- SC.BIO.70.05.b Demonstrate the relationship between personal health and the quality of the environment.
- SC.BIO.70.05.c Describe connection between use of natural resources and a viable economy.
- SC.BIO.70.05.d Apply responsible decision-making to home-related activities that have an impact on the environment.
- SC.BIO.70.05.e Work with others in groups and organizations to maintain and improve the environment. (MSDE Environmental Mandate) **TA**

### Activities:

#### A. General Description:

- Students will plan and carry out a project that addresses an area of environmental concern in the community.

#### B. Type of Activity: (Choose the appropriate type(s) which apply)

1. ☒ Direct
2. ☐ Indirect
3. ☐ Advocacy

#### C. Preparation Phase

- Discuss possible topics that could heighten public awareness and solve problems relating to critical environmental issues.
- Conduct research on selected topics and develop a plan to address the issue. Topics include but are not limited to: Habitat conservation and restoration, recycling, pollution control, and litter clean-up.

#### D. Action Phase

- Carry out the steps of the plan.

#### E. Reflection Phase (choose one or more)

- Share the results of the environmental action project with the class, parents, and/or local community.
- Ask each student to provide a written reflection of the effectiveness of the project and the suggestions he/she would make to another student attempting a similar project.
- Discuss the impact that the human population has on the environment.

**Harvest for the Hungry – SSL Lesson**

*Curriculum Objective (varies by grade) –*

**6<sup>th</sup> grade Merit:**

- 600.40.15 Organize, and display the data for a given situation to make stem and leaf plots
- 600.40.20 Interpret data from a stem and leaf plot
- 600.40.25 Organize and display data using a back-to-back stem and leaf plot
- 600.40.35 Determine the measures of central tendency and the range

**7<sup>th</sup> grade Merit:**

- 700.40.10 Organize and display data to make circle graphs
- 700.40.05 Organize and display data use back-to-back stem & leaf plots
- 700.40.25 Compare the measures of central tendency (mean, median, mode) to determine which is most appropriate to describe a set of data
- 700.30.15 Determine the surface area of geometric solids using rectangular prisms

**8<sup>th</sup> grade Pre-Algebra:**

- 800.40.25 Organize and display data to make box-and-whisker plots
- 800.40.20 Analyze multiple box-and-whisker plots
- 800.40.30 Interpret box-and-whisker plots
- 800.40.40 Organize and display data to make a scatter plot
- 800.40.45 Analyze and interpret scatter plots
- 800.40.10 Organize and display data to make circle graphs
- 800.30.15 Estimate and determine the volume of a cylinder given the formula

**Algebra:**

- ALG.20.10 Make predictions by finding and using a line of best fit and by using a given curve of best fit

***Audience*** – All students in all three grade levels at Thurmont Middle School. The project will take place in all math classes.

***This Service Learning project should include the following 7 Best Practices:***

- Meet a recognized need in the community (families that are going hungry)
- Achieve curricular objectives through service learning (students will use the data to create real-life examples for objectives learned)
- Reflect throughout the service learning experience
- Develop student responsibility (the students in each class will decide how to coordinate the collection)
- Establish community partnerships (we will donate the items to the Frederick County Food Bank)
- Plan ahead for service learning (the students will do all of the planning at the beginning of the 3 week project)

- Equip students with knowledge and skills for service (at the beginning of the lesson the students will receive an overview of the Kids Helping Kids program and why it is necessary to have)

***Preparation –***

- Students will receive background information on the Kids Helping Kids program and be informed as to what can be donated (nonperishable food items)
- Students will determine, as a class, how often to count the items donated
- Students will determine how the class will collect the items (collect everyday or only on certain days; determine where the items will be stored)
- Students, as a class, will determine how the collection should be advertised (should it be done in class only, letter home, morning announcements, posters, etc.)

***Action –***

- As a class, the students will collect the canned goods and nonperishable food items for 3 weeks

***Reflection – (Select 1 or more; to be done throughout the lesson)***

- Complete a journal entry on how the students felt knowing that they were able to help the hungry in Frederick County
- Discuss how learning about the Kids Helping Kids program helped increase your knowledge/awareness of the hunger problem in Frederick County.
- Count the items donated.

- Equip students with knowledge and skills for service (at the beginning of the lesson the students will receive an overview of the Kids Helping Kids program and why it is necessary to have)

***Preparation –***

- Students will receive background information on the Kids Helping Kids program and be informed as to what can be donated (nonperishable food items)
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- Count the items donated.

## **Possible Activities for the Students to do with Data**

Not all of the following activities should be done with your students. However, you should pick one of the activities in order to tie the project in with the middle school math curriculum. You should save the data you collected from your different classes and use the data when you teach those objectives in class.

### **6<sup>th</sup> Grade Merit**

**\*\*Save your data from your collection to do these activities when they come up in the curriculum.\*\***

1. Make a stem and leaf plot to describe the total number of cans collected per day for the one class. Interpret your results.
2. Create a back-to-back stem and leaf plot to compare the number of items donated per day from two different classes.
3. Find the mean, median, mode, and range of the number of cans collected per day from the one class. Determine which measure of central tendency best describes your classes' data.

### **7<sup>th</sup> Grade Merit**

**\*\*Save your data from your collection to do these activities when they come up in the curriculum.\*\***

1. Create a circle graph displaying the number of cans collected in each 7<sup>th</sup> grade class. (Each wedge would represent a different class.)
2. Make a back-to-back stem and leaf plot comparing the number of items donated per day from two different classes.
3. Find the mean, median, and mode of the number of cans collected per day from one class. Determine which measure of central tendency best describes your classes' data.



4. Find the surface area of a rectangular prism (get the dimensions from a donated boxed item).

### **Pre-Algebra**

**\*\*Save your data from your collection to do these activities when they come up in the curriculum.\*\***

1. Make a box and whisker plot displaying the number of cans your class collected per day. Analyze and interpret the results. Make a box and whisker plot comparing the amount of cans collected from two separate classes over the three weeks.
2. Make a scatter plot comparing the number of students in a class to the total number of cans that class collected. Use all of the Pre-Algebra classes for data points. See if there is a correlation.
3. Make a circle graph displaying the number of cans collected in each 8<sup>th</sup> grade class. (Each wedge would represent a different class.)
4. Find the volume of different sized cans.

### **Algebra**

**\*\*Save your data from your collection to do these activities when they come up in the curriculum.\*\***

1. Make a scatter plot that compares the number of students in the class to the total number of cans that class collected. Use all of the Algebra classes for data points. Find the correlation equation.

### Data Collection Charts

Date					

Date					

Date					

## **Hunger Statistics for the State of Maryland**

\*Over 235,000 Marylanders turn to food assistance programs annually to avoid going hungry.

\*77% of household served by assistance programs have limited or uncertain access to nutritionally adequate foods.

23% of household served Maryland's charitable food providers have had adequate access to food, but may now be teetering on the edge of hunger, due to a sudden job loss, higher fuel costs or unexpected medical expenses.

\*Nearly half (46%) of those served must make tough choices every day, between buying food and paying for their rent/mortgage, heating costs or medical bills.

\*Among households with children under the age of 18, 81% are food insecure at risk of hunger.



# Maryland Food Bank

PROVIDING FOOD FOR HUNGRY MARYLANDERS

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## **MOST NEEDED ITEMS**

(no glass, please)

### **MEAT & PROTEIN**

- Canned meat, ham and chicken
- Peanut Butter
- Macaroni and cheese
- Canned stews
- Canned tuna, salmon and sardines
- Nuts and seeds
- Dried canned beans

### **BREADS & CEREALS**

- Oatmeal
- Breakfast cereal
- Rice and rice cakes
- Pasta

### **NON-FOOD ITEMS**

- Diapers
- Toilet Paper

### **FRUITS & VEGETABLES**

- Canned fruits and juices
- Canned vegetables
- Canned soup
- Sauces/Salad Dressing

### **DAIRY FOODS**

- Evaporated milk
- Powdered milk
- Infant formula
- Puddings and custards

- Plastic/Paper plates and cups
- Sanitary napkins and tampons

The kids programs we support are always in need of the following items in single-serve sizes:

- Pudding Packs
- Fruit/Applesauce Cups
- Cracker Packs
- Cereal Bars
- Tortilla Chips
- 100% Juice Boxes
- Raisin Boxes
- Cereal Cups
- Contained Meals in pop tops (spaghetti, etc.)
- Tuna (single-serve and 6oz size, cans or bags)
- Canned fruit (single serve or larger sizes)

#### **We CANNOT use**

- Out of date items
- Peanut butter and other nut snacks
- Diet Items
- Candy
- Slim Jims/Beef Jerky